READ 180® Enterprise Edition
Aligns to Enhancing Education Through Technology Criteria

The primary goal of the *Enhancing Education through Technology (*Ed Tech) program is to improve student academic achievement through the use of technology in schools. .According to the federal *Guidance on the Enhancing Education through Technology (Ed Tech) Program*, a Local Education Agency's (LEA) technology plan must address 13 specific components in order to qualify for formula or competitive funding. The following chart details how **READ 180 Enterprise Edition** helps meet 12 of these requirements.

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
1. Strategies for improving academic achievement and teacher effectiveness: A description of how the applicant will use *Ed Tech* funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers in schools served by the LEA to integrate technology effectively into curriculum and instruction	**READ 180 EE,** a research-based, intensive reading intervention program, significantly increases the reading achievement of struggling students in grades transitional three and above. Students learn reading, spelling, writing, grammar, and test-taking skills. They read literature in a variety of curricular areas, including science, math, social studies, history, and language arts. **READ 180 EE** delivers its reading achievement gains through four core instructional activities: ▪ Individualized instructional software—The **READ 180 EE** Software provides each student with customized reading instruction plus continuous assessment of his/her progress. The Software has built-in supports, such as anchor videos that build background knowledge for reading passages. ▪ Data-driven small-group instruction—Comprehensive **READ 180 EE** computer-generated reports provide detailed and immediate feedback to identify student needs and to inform small-group instruction. ▪ Direct instruction in whole or small groups— **READ 180 EE** equips teachers with a curriculum for teaching phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing and grammar. ▪ Independent reading—**READ 180 EE** provides students with an independent reading library of high-interest and leveled Paperbacks, as well as grade-level Audiobooks. **READ 180 EE** effectively teaches below-level readers who have a variety of backgrounds, abilities, and needs. These can include, but are not limited to: ▪ Children from low-income families ▪ Students with disabilities ▪ English-Language Learners ▪ Native Americans ▪ Students attending urban, suburban, and rural schools *(Continued)*

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
Strategies for improving academic achievement and teacher effectiveness, Continued	To help teachers effectively integrate **READ 180 EE** into the curriculum, the program provides multiple layers of on-going professional development, service, and support with additional customized service options as needed. ▪ Implementation Training and Professional Development for Teachers—Scholastic will provide 2 days of Implementation Training. Day 1 provides initial training and program background and Day 2, six to eight weeks later, provides training on data-driven instruction and meeting individual needs. ▪ Training for Administrators—Scholastic will provide a half-day Leadership Implementation Training for district- and school-level administrators, as well as coaches. ▪ Implementation Support—Scholastic will provide a detailed implementation plan to ensure timely preparation, set-up, and roll out of the program, as well as checkpoints throughout the school year to ensure district objectives are met. ▪ In-Classroom Ongoing Training & Support—Trained Scholastic Consultants are available for in-person, one-to-one support in the classroom throughout the year for an additional purchase. ▪ Online Professional Development—READ 180 includes two educator registrations to the online professional development course *READ 180, Best Practices for Reading Intervention* that is available 24/7 for the full term of the program.
2. Goals: A description of the applicant's specific goals, aligned with challenging state standards, for using advanced technology to improve student academic achievement	**READ 180 EE's** instruction and practice activities align with a school's curricula and state standards in the areas of: ▪ Phonemic awareness ▪ Phonics and syllabication ▪ Vocabulary development ▪ Fluency ▪ Comprehension ▪ Spelling ▪ Writing ▪ Grammar, usage, and mechanics ▪ Test-taking strategies **READ 180 EE's** Topic CDs deliver individualized reading instruction in the context of a variety of content areas, such as science, math, social studies, history, and language arts. Students also independently read leveled Paperbacks and listen to grade-appropriate Audiobooks in a variety of genres, including fiction, nonfiction, poetry, classics, and biography.

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
3. Steps to increase accessibility: A description of the steps the applicant will take to ensure that all students and teachers have increased access to technology	The **READ 180 EE** Software environment allows students of varying abilities and needs to participate in the program. All students benefit from embedded decoding tips, point-of-use vocabulary definitions, and leveled reading passages. Video clips in the Software and *rBook™* Teaching System help students build background knowledge and develop mental models prior to reading. The following built-in features support English-Language Learners and students with disabilities: English-Language Learners - The Software delivers language support in Spanish, Hmong, Vietnamese, Cantonese, and Haitian Creole by providing summaries of the content-area videos and reading passages, as well as "clickable" translations of words in the passages. - Students have ample opportunities to hear modeled reading and to practice reading along with a skilled narrator. - Language support includes pronunciation tips for Spanish speakers. - Students have the ability to slow down or speed up the narration of the passages. Settings also enable word-by-word versus phrase-by-phrase readings of the text. Students with Disabilities The Software contains universal access supports, such as: - Closed captioning for video segments - Customizable options, such as alternate color schemes, for students with visual difficulties - Customizable options for students with auditory difficulties - Button rollover A small group of students works with the Software while others receive instruction from the teacher or read independently. A typical **READ 180 EE** classroom requires five to seven student workstations for a class of 15 to 21 students. Every student participating in the program uses the Software on a daily basis. *(Continued)*

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
Steps to increase accessibility, Continued	Teachers receive the training they need to effectively use *READ 180 EE* technology to improve student achievement. Professional resources include: ▪ Two-day, in-person Implementation Training ▪ *Scholastic RED* facilitated online course, "*READ 180*: Best Practices for Reading Intervention" ▪ *Software Manual* ▪ *Technical Installation & Troubleshooting Guide* ▪ *Placement, Assessment, and Reporting Guide* ▪ Instructional teaching materials, including *rBook Teacher's Edition* and *Resources for Differentiated Instruction* ▪ Toll-free telephone and e-mail support
4. Promotion of curricula and teaching strategies that integrate technology: A description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement	*READ 180 EE* effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that incorporates individualized instruction, meaningful practice, and continuous assessment. Students take the interactive *Scholastic Reading Inventory™* comprehension assessment to determine their placement in the program. Then they work on high-interest Topic Software CDs that connect to cross-curricular areas. Each CD begins with a motivating video that provides background information and helps students develop a mental model. After reading a topic-related passage with varying degrees of computer support, students work in four areas of the Software: ▪ Reading Zone—The Software provides scaffolded instruction and practice of phonics, fluency, vocabulary, and comprehension skills. ▪ Word Zone—Students receive systematic instruction in decoding and word recognition as they build automaticity. More than 6,000 words are defined and analyzed for study. ▪ Spelling Zone—Students practice spelling and receive immediate corrective feedback. To complete this Zone, students must spell a minimum of six to twelve new study words, depending on their level. ▪ Success Zone—Students reach the Success Zone only after they have achieved all the requirements of the other Zones and have demonstrated mastery of all words in the passage. The Zone focuses on comprehension. Students demonstrate oral reading fluency in a final recording. *(Continued)*

Required *Ed Tech* Components	📖 **READ 180 Enterprise Edition**
Promotion of curricula and teaching strategies that integrate technology, Continued	The **READ 180 EE** Software continually assesses students' performance in these areas: comprehension, vocabulary, fluency, phonics/word study, and spelling/encoding. It uses the data to adjust instruction according to students' skill needs and learning rate. The Software also provides teachers with instant access to a variety of assessment-based diagnostic reports that they can use to differentiate whole- and small-group instruction. These include:

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- **READ 180 EE** Comprehension Skills Report, which shows students' performance in reading for detail, sequencing, finding the main idea, summarizing, and other comprehension skills

- **READ 180 EE** Reading Progress Report, which displays comprehension and vocabulary percentages, frequent word recognition and spelling errors, and fluent words and fluency scores

- **READ 180 EE** Spelling Skills Grouping Report, which provides spelling assessment percentages and Spelling Speed Challenge practice scores

Electronic links located on the report screens directly connect teachers to resources for differentiating instruction.

READ 180 EE provides embedded interactive *rSkills Tests,* which assess and report students' acquisition of standards-aligned comprehension, vocabulary, and grammar skills taught during *rBook* teacher-directed lessons. Based on data, teachers target skills instruction using *Resources for Differentiated Instruction.*

Students independently read leveled Paperbacks in a wide variety of topics and genres and take electronic *Scholastic Reading Counts!™* quizzes to test their comprehension. *Reading Counts!* can generate reports that help teachers monitor students' independent reading.

Professional development that is integrated into the teaching materials directs teachers to which reports in the **READ 180 EE** program they can generate for guiding their instructional decision-making.

READ 180 EE also provides Audiobooks, which offer struggling readers the opportunity to develop good reading skills and habits while enjoying authentic grade-level literature. The Narrator models fluent reading as the student tracks the text in a printed book. The Reading Coach models comprehension, vocabulary, and self-monitoring strategies used by successful readers.

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Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
Promotion of curricula and teaching strategies that integrate technology, Continued	**Research Base** **READ 180** is the result of many years of educational research and development. **READ 180** was informed by the work of three groups: ▪ The Cognition and Technology Group at Vanderbilt University, which identified four major deficits demonstrated by struggling readers: o Lack of decoding skills and reading fluency o Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge o Inability to process and understand grade-level content area text with a high concentration of academic language o Low motivation and lack of connection to materials and school These deficits closely relate to the skills that the National Reading Panel has identified as essential to reading success: phonemic awareness, phonics, vocabulary, fluency, and comprehension (National Reading Panel, 2000). ▪ The Orange County Literacy Project in Florida, which analyzed student data and found that student behavior problems were linked with low reading scores ▪ Scholastic Inc., which engages in ongoing research, testing, and development of **READ 180.** In addition, **READ 180 EE** strongly aligns with the 15 key elements of effective adolescent literacy programs as cited in *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (Carnegie Corporation of New York, 2004). **Efficacy Studies** **READ 180** has been the subject of numerous scientifically based research evaluations, including quasi-experimental, correlational, and descriptive studies. The studies report reading gains for various populations and subgroups of students, including middle and high-school students, English-Language Learners, Special Education students, and Native Americans. Results from third-party evaluations show that struggling readers in **READ 180** show progress, often substantial, in learning to read. This growth was reflected on students' reading scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the *Scholastic Reading Inventory.* *(For complete statistical data, please see the Compendium of READ 180 Research, which is available upon request.)*

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
5. Professional development: A description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center	**READ 180 EE** provides on-site leadership development for principals, reading coaches, and technology coordinators. In addition, teachers and reading coaches attend two days of on-site implementation training, where they learn how to follow the Instructional Model, generate *SAM* reports to inform instruction, and access online teaching resources. **READ 180 EE** integrates professional development directly into the *rBook Teacher's Edition* through a series of workshops. These provide teachers with research-based instructional routines and implementation strategies, best practices for teaching literacy to adolescents, model lessons, and lists of professional articles for further knowledge. A facilitated online professional development course from *Scholastic RED,* entitled "*READ 180:* Best Practices for Reading Intervention," provides: ▪ Proven, scientifically based teaching strategies and methods to help raise student achievement in reading ▪ 24-hour, just-in-time access to resources and training ▪ Interactive simulations and video modeling of research-based practices by master practitioners in real classes ▪ Tips for effectively using **READ 180 EE** Topic Software ▪ Strategies for teaching English language learners and special needs students ▪ Ideas for using **READ 180 EE's** assessments and reports to inform instruction The optional **READ 180 EE** Seminar Series offers half-day sessions that address pertinent ways to use **READ 180 EE** to raise student achievement. Topics include decoding strategies, ideas for motivating students, test-taking strategies, using **READ 180 EE** data to differentiate instruction, and writing in the service of reading. Optional *Scholastic RED* courses provide ongoing professional development in reading for all teachers in a school. Courses blend online learning with in-person workshops and support.

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
6. Technology type and costs: A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components	**READ 180** EE runs on Windows® and Macintosh® platforms. The following system requirements are recommended for the best performance of the program: Teacher Workstation *Processor type and speed:* ■ Pentium IV/1.5 GHz (Win) ■ G4/1.25 GHz (Mac) *Memory (RAM):* 512 MB *Hard disk space:* 500 MB *Operating system:* ■ Windows XP SP2 ■ OS X 10.4X (Mac) *Peripherals:* ■ 8x CD-ROM drive ■ Headphones ■ Microphone ■ CD Player ■ 800 x 600 16-bit Color Monitor ■ TV Monitor ■ DVD Player ■ Internet Connection ■ Color Printer Student Workstation *Processor type and speed:* ■ Pentium IV/1.0 GHz (Win) ■ G4/1.25 GHz (Mac) *Memory (RAM):* 256 MB *Hard disk space:* 500 MB *Operating system:* ■ Windows XP SP2 ■ OS X 10.4X (Mac) *Peripherals:* ■ 8x CD-ROM Drive ■ Headphones ■ Microphone ■ CD Player ■ 800 x 600 16-bit Color Monitor *(Continued)*

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Required _Ed Tech_ Components	📖 _READ 180 Enterprise Edition_
Technology type and costs, Continued	Application Server _Processor type and speed:_ ▪ Dual 3.2 GHZ Xeon (Win) ▪ Dual 2.0 GHz G5 _Memory (RAM):_ 2048 MB _Hard Disk Space:_ 5 GB _Operating System:_ ▪ Windows 2003 Server ▪ OS X v10.4.X (Mac) Data Aggregation Server _Processor type and speed:_ ▪ Dual 3.2 GHZ Xeon (Win) ▪ Dual 2.0 GHz G5 (Mac) _Memory (RAM):_ 2048 MB _Hard Disk Space:_ 1 GB per school _Operating System:_ ▪ Windows 2003 Server ▪ OS X v10.4.X (Mac) _Scholastic Hosting Services eliminate the need for districts to purchase or maintain servers to use Scholastic Enterprise program. For more information on Scholastic Hosting Services, please consult your Scholastic Account Executive._
7. Coordination with other resources: A description of how the applicant will coordinate activities funded through the education technology program with technology-related activities supported with funds from other sources	**READ 180 EE** can be integrated with specific technology-related school activities using _Ed Tech_ funds and money from state, local, and other sources. The federal funding programs for which it qualifies include: ▪ Title I, Part A – Improving Basic Programs ▪ Title I – Supplemental Educational Services ▪ Title II, Part D – Ed Tech (Formula) ▪ Title III – English Language Acquisition ▪ 21st Century Community Learning Centers ▪ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) ▪ Smaller Learning Communities ▪ Striving Reader_s_ ▪ IDEA, Part B ▪ IDEA, _Response to Intervention_

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*

8. Integration of technology with curricula and instruction: A description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration	The **READ 180 EE** 90-minute Instructional Model, designed to be followed on a daily basis, presents an effective way to organize instruction and classroom activities. The session begins and ends with whole-group, teacher-led instruction. In between whole-group meetings, students break into three small groups that rotate among three stations.
	
	1. Whole-group, teacher-led instruction (20 min.)
	
	2. Three small-group rotations (20 min. each)
	
	   a. Individual computer-adapted instruction using the software
	   b. Teacher-directed small-group instruction using the **READ 180 EE** *rBook* Teaching System
	   c. Independent and modeled reading with Audiobook CDs and Paperbacks
	
	3. Whole-class, teacher-led wrap-up discussion. (10 min.)
	
	While the teacher works directly with a small group, the other students work independently at computer and reading stations.
	
	Research has shown that best results from **READ 180** are obtained when classes adhere to the 90-minute Instructional Model; however, **READ 180 EE** sessions can be modified to fit different scheduling needs. Some alternative schedules include:
	
	▪ Consecutive 45- or 50-minute class periods
	▪ Non-consecutive 45- or 50-minute class periods
	▪ 45- or 50-minute class periods, plus computer lab for after school

READ 180 Alignment to Ed Tech Criteria

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9. Innovative delivery strategies: A description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources	*READ 180 EE* is a unique program that raises student achievement through innovative uses of technology. The program delivers: ▪ Individualized instructional Software that automatically collects students' performance data and adjusts instruction to meet their needs ▪ Intensive interactive instruction and practice in research-based reading, spelling, and writing skills ▪ Motivating anchor videos that help students build background knowledge and form mental models ▪ Engaging Topic CD reading selections and Audiobooks ▪ Immediate feedback on activity and quiz responses ▪ Patient, nonjudgmental feedback from an on-screen host ▪ Audiobook Reading Coaches that model effective comprehension, vocabulary, and self-monitoring strategies ▪ Continuous assessment of student performance in the Software, on *Reading Counts!* quizzes, and *Scholastic Reading Inventory* comprehension tests ▪ Actionable computer-generated placement, diagnostic, instructional planning, and progress monitoring reports ▪ Relevant electronic links to resources for differentiating instruction that can be accessed directly from students' performance reports ▪ Facilitated, online professional development in research-based instructional strategies and best practices
10. Parental involvement: A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used	The *READ 180 EE* program promotes parental involvement in these ways: ▪ The Software generates letters and reports, available in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese, which inform parents of their children's reading progress and ways they can be supportive at home. ▪ Students can bring home Paperbacks and share them with their families. ▪ Individual diagnostic reports generated by the Software can be shared with parents during conference times. ▪ The Leadership Implementation Guide provides strategies and suggestions on how families can support their children's participation in the *READ 180 EE* program. ▪ Every *Scholastic RED* course presents family engagement ideas.

Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*
11. Accountability measures: A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards	Through the *Scholastic Achievement Manager* (*SAM), **READ 180 EE*** continuously collects students' performance data and monitors their progress over time. *SAM* generates detailed reports that can help educators evaluate student learning gains and the effectiveness of a ***READ 180 EE*** grant project. *SAM* can disaggregate student data by population subgroups to report adequate yearly progress (AYP), as well as aggregate assessment results to chart students' achievement at the classroom, building, and district levels. Assessment tools include: ▪ ***READ 180 EE* Software**—Instructional CDs contain embedded assessments that automatically measure and monitor students' comprehension skills, vocabulary acquisition, fluency, and spelling/encoding achievement. Educators can generate 18 reports that they can use for grant project reporting purposes. ▪ *rSkills Tests*—The program provides periodic curriculum-embedded, interactive *rSkills Tests*, which assess students' mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills covered during the teacher-directed portions of the day. There are five *rSkills Tests* reports that show class/group and individual progress. ▪ *Scholastic Reading Inventory (SRI)*—This computer-adaptive assessment instrument provides criterion- and norm-referenced reading comprehension-level test results. It can generate 11 reports that help administrators gauge the project's effectiveness in increasing students' achievement. ▪ *Scholastic Reading Counts!*—Students independently read Paperbacks at their reading level and take short quizzes on the computer to verify completion and comprehension of the book. Data includes quizzes passed, number of books read, and number of words read successfully. Educators can generate 13 reports to show student performance and progress.

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Required *Ed Tech* Components	📖 *READ 180 Enterprise Edition*

12. Supporting resources: A description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology	**READ 180 EE** is a comprehensive program that contains all the components needed to implement an effective reading intervention program that will raise student achievement.
	
	 Teacher materials
	
	 • *Core Instruction*
	    o *rBook* Teacher's Edition
	    o Anchor videos (DVD)
	    o Transparencies
	 • *Resources for Differentiated Instruction*
	    o Book 1 Reading Skills and Strategies
	    o Book 2 Writing and Grammar Strategies
	    o Book 3 Strategies for English-Language Learners
	 • *Assessment*
	    o *Placement, Assessment and Reporting Guide*
	    o *rSkills Tests* handbook
	    o *Test-Taking Strategies* handbook
	 • *Technology*
	    o Quick Start Kit and Overview DVD
	    o Installation Software
	    o *Installation and Troubleshooting Guide*
	    o *Software Manual*
	
	 Student materials
	
	 • *Topic Software*
	    o 9 CDs per stage, 5 sets each
	 • *rBooks*
	    o 64 copies per stage
	 • *Paperback Collection*
	    o 30 titles in Stage A, 5 copies each
	    o 40 titles in Stages B and C, 5 copies each
	 • *Audiobook Collection*
	    o 12 titles per stage, 5 copies each
	
	 Professional development
	
	 • Point-of-use learning integrated into the *rBook Teacher's Edition* and other instructional materials
	 • *Scholastic RED Teacher Handbook*
	 • 2-day implementation training and Teacher Implementation Guide
	 • *"READ 180:* Best Practices for Reading Intervention," a facilitated, online *Scholastic RED* course
	 • Optional **READ 180 EE** Seminar Series, which offers eight, one-half day seminars for ongoing development
	
	 Technical Support
	
	 • Telephone support for installation and troubleshooting questions
	 • Live web-chat online support
	 • E-mail support